

Fall 2018 WEC Student Survey

Thank you for participating in the pioneering Writing-Enriched Curriculum program. Completing this online survey should require no more than 15 minutes, and the information you provide will be used by University of Minnesota faculty members as they endeavor to ensure that students are graduating with relevant writing abilities. Faculty who teach in your major/minor are taking a similar survey.

In taking this survey, please respond to questions as they pertain to your experiences in your major. For the purposes of this survey, writing is broadly defined as communication in which visual marks convey meaning (including words, sentences, tables, figures, images, etc.).

The Office of Measurement Services (OMS) will redact any information that would reveal your identity. All student participants who complete the survey will be entered to win a **\$25.00 gift card** to the University of Minnesota Bookstore. **Fifteen** winners will be randomly selected for this prize.

Important Survey Directions: Use the Back and Next buttons (not browser buttons) on the survey to navigate. A progress bar appears at the top of each page to indicate your progress in completing this survey. If you wish to provide customized responses, click “Other” and add your text. You must click Submit on the last page to submit your completed survey. Surveys must be completed in one sitting; you will not have later access. If you experience any technical difficulties when taking this survey you may contact OMS at etower@umn.edu or 612-626-1875.

Q2 What is your current year at the University of Minnesota? (Select one)

- First year (1)
- Second year (2)
- Third year (3)
- Fourth year (4)
- Fifth year (5)
- Other (please specify) (6) _____

Q3 Did you transfer to the University of Minnesota Twin Cities from an institution either inside or outside the U of M system?

- Yes (1)
- No (2)

Q4 What is your academic major? If you have declared more than one major, please select the one you consider primary. If your primary major is not listed below, you do not need to complete this survey.

- Anthropology (21)
- Dental Hygiene (22)
- Economics (23)
- Economics – Quantitative Emphasis (24)
- Electrical Engineering (25)
- Computer Engineering (26)

Q5 Have you declared more than one major?



- Yes (1)
- No (2)

Q6 What is your primary language?

- English (14)
- Arabic (15)
- Bulgarian (16)
- Cambodian (17)
- Chinese (18)
- Farsi (19)
- French (20)
- Hindi (21)
- Hmong (22)
- Indonesian (23)
- Japanese (24)
- Korean (25)
- Lithuanian (26)
- Malay (27)
- Oromo (28)
- Russian (29)
- Somali (30)
- Spanish (31)
- Urdu (32)
- Other; please specify (3) _____

Q7 FROM THIS POINT ON please confine your answers to your experience with courses in your primary major. Note that for the purposes of this survey, writing is broadly defined as communication in which visual marks convey meaning (including words, sentences, tables, figures, images, etc.).

Q8 How important is writing (as it is defined above) to the scholarly and professional work done in this major's discipline?

- Extremely important (6)
- Very important (5)
- Somewhat important (4)
- Not important (3)
- Not at all important (2)
- Unsure (1)

Q9 Comments



Q12 In your opinion, which of the following characteristics are particularly descriptive of writing in this major's discipline? (Select all that apply)

- Expressive: emphasizing personal feelings and impressions (1)
- Interpretive and/or evaluative of others' works and ideas (2)
- Descriptive: conveying processes, objects, data, environments, etc. (3)
- Analytical: emphasizing the logical examination of subject(s) (4)
- Persuasive: presenting and evidencing positions or claims (5)
- Exploratory: investigating and developing ideas using discovery-based writing (6)
- Visual: emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc. (8)
- Explanatory: translating complex content into generally comprehensible definitions and/or instructions (9)
- Innovative: approaching subject in fresh and inventive ways (10)
- Collaboratively-authored (11)
- Unsure (12)
- Other (please specify) (13) _____

Q13 In the previous question, you indicated the following characteristics as particularly descriptive of writing in your major. **Which three characteristics seem most important** in describing writing in this major?

Q14 Which of the following writing abilities do faculty in your major expect you to demonstrate by the time you graduate? (Select all that apply)

- Use field-specific terminology, organizational formats, and/or conventions (23)
- Argue a position using a central thesis or hypothesis and evidence (24)
- Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint) (25)
- Describe processes, objects, findings, environments, etc. (26)
- Summarize ideas, texts, or events (27)
- Analyze, interrogate, and/or evaluate ideas, texts, or events (28)
- Use correct grammar, spelling, and mechanics (punctuation, etc.) (29)
- Propose innovative ideas or perspectives (40)
- Co-author texts with one or more writer(s) (30)
- Report and explain complex data or findings (31)
- Use writing to develop and deepen thinking (32)
- Synthesize disparate ideas, and/or perspectives (33)
- Express feelings or impressions (34)
- Reflect upon experience and/or assumptions (35)
- Solve complex problems (36)
- Integrate and correctly cite information from well-chosen sources (38)
- Other: (please specify) (37) _____

Q15 Of the writing abilities identified in the previous question, **which three are most critical** for students graduating in this major?



Q16 Considering the writing you do for courses in your major, rate your ability to do the following:

	Strong (5)	Satisfactory (4)	Weak (3)	Don't know (2)	N/A (1)
Use field-specific terminology, organizational formats, and/or conventions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argue a position using a central thesis or hypothesis and evidence (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and incorporate visuals or presentation formats (figures, drawings, tables, photos, posters, PowerPoint) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe processes, objects, findings, environments, etc. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize ideas, texts, or events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, interrogate, and/or evaluate ideas, texts, or events (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use correct grammar, spelling, and mechanics (punctuation, etc. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Propose innovative ideas or perspectives (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-author texts with one or more writer(s) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report and explain complex data or findings (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use writing to develop and deepen thinking (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesize disparate ideas, and/or perspectives (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express feelings or impressions (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon experience and/or assumptions (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve complex problems (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate and correctly cite information from well-chosen sources (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q17 Briefly describe one writing assignment in your major that has been particularly useful for you and explain why it has been useful.

Q20 Did you take a first-year writing course at the University of Minnesota (WRIT 1201, 1301, or 1401)?

- Yes (1)
- No (2)

Q21 Did you take a first-year writing course or equivalent at another post-secondary institution or in high-school?

- Yes (1)
- No (2)

Q22 Which of the following interdisciplinary writing abilities were addressed in the first-year writing course or its equivalent?

- Audience address: communicating ideas to specific audiences (e.g. instructor, peers, individuals outside academia, etc.) (15)
- Purpose: focusing on specific writing purposes (persuading, informing, expressing, etc.) (16)
- Thesis: articulating a central idea or position (17)
- Organization: sequencing content logically (18)
- Evidence: using evidence to support an idea or position (19)
- Counterarguments: addressing opposing perspectives (20)
- Paragraphing: constructing cohesive, structured, and focused paragraphs (21)
- Drafting and revising: writing multiple drafts (22)
- Peer response: responding constructively to peers' drafts (23)
- Research: locating, evaluating, and using research material (24)
- Citation: citing sources using a consistent format (25)
- Grammar and usage: controlling such features as mechanics, sentence structure, and spelling (26)
- Other: (please specify) (27)

Q23 Comments

Q24 How relevant was the writing you did and the writing instruction you received in this class to the writing you are doing in the major?

- Extremely relevant (5)
- Relevant (4)
- Irrelevant (3)
- Extremely Irrelevant (2)
- Don't know (1)

Q25 Comments:



Q26 During the past academic year, how frequently has your writing (in this major) been graded in the following ways:

	Always (6)	Often (5)	Sometimes (4)	Rarely (3)	Never (2)	Don't know (1)
You received a letter or number grade without comments (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received a letter or number grade with comments (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received a grade (and comments) accompanied by a list of criteria, or a "grading rubric" (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You received a grade on a portfolio of work you selected and assembled (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your instructor asked you to evaluate your own writing as part of grading formula (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You were provided with and discussed grading criteria before the assignment was due (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q27 Do you have concerns about the methods used to respond to and/or evaluate your writing within your academic major?

- Yes (1)
- No (2)
- Unsure (3)

Q28 Comments

Q29 To what degree are you satisfied with the overall quality of writing instruction you receive in courses within your academic major? (Select one)

- Extremely satisfied (5)
- Satisfied (4)
- Dissatisfied (3)
- Extremely dissatisfied (2)
- Unable to generalize (1)

Q30 Comments

Q31 How consistent is the approach to writing and writing instruction across courses in your major?

- Very consistent (5)
- Somewhat consistent (4)
- Somewhat inconsistent (3)
- Very inconsistent (2)
- Don't know (1)

Q32 Comments

Q33 How confident are you in your ability to write in ways that meet the expectations of courses in your major?

- Extremely confident (5)
- Confident (4)
- Not very confident (3)
- Not confident (2)
- Don't know (1)

Q34 Comments

Q35 What other comments would you like to make about the role or importance of writing in this major or discipline?

